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| **Unit Title: The Wild West**  **Grade 2/Quarter 4/Unit 6** | | | | | | | | | | | | | | | | | |
| **Conceptual Lens:**    **In this nine-week unit of second grade, students read literature set in the “Wild West”: chapter books, informational texts, songs, tall tales, and fairy tales.**    **Author: commoncore.org/adapted by Randolph County Schools**  **Unit Overview:**  Building on the shared research in the first unit, students research an interesting person from the 1800s’ “Wild West” and write an informational essay. Students read tall tales, and then discuss where the fiction is stretched beyond belief, and why the tale has been told through the years. Students also read their choice of fantasy and chapter books set in different time periods of life in the west. Finally students will study the art of George Catlin to understand his role in creating historic images of Native Americans.   |  |  |  | | --- | --- | --- | | **Stage 1 - Learning Goals for the Unit** | | | | **Reading** | **Writing/Language** | **Additional Literacy** | | Students will be able to identify *who, what, when, where, why* and *how* to answer questions about a text.  Students will be able to ask and answer questions before, during, and after reading a text.  Students will be able to retell stories and determine the central message, lesson, and/or moral of the story.  Students will be able to compare and contrast two or more versions of the same story.  Students will be able to use information in a text to determine the meaning of words and phrases that are specific to the topic/subject of the text.  Students will be able identify and give examples of text features.  Students will be able to explain how text features help locate key facts or information.  Students will be able to locate key facts about a topic using text features.  Students can identify purposes for reading and can identify the author’s purpose for writing it.  Students can use reading strategies (eg. Ask questions, make connections, take notes, make inferences, visualize, re-read) to help understand difficult complex grade level texts. | Students will be able to select a topic and identify information to share.  Students will be able to present their information in writing and provide a concluding statement.  Students will be able to use the writing process to focus on a topic and revise and edit writing pieces with support. | Students will be able to follow rules for discussion, make connections between comments of others and ask questions when they do not understand.  Students will be able to use technology tools to present data and information.   |  | | --- | | **Science/Social Studies** | | Students will be able to understand, summarize, and compare life cycles of different animals.  Students will be able to remember that organisms differ from or are similar to their parents.  Students will be able to use geographic representations, terms and technology to process information (including maps of the school and community).  Students will be able to understand the effects of humans interacting with the environment. | |  |  | | --- | | **Stage 2 - Assessment** | | **Performance Task and Scoring Rubric**  **G.R.A.S.P.S**   |  | | --- | | **Performance Task:**  **Students will work independently to create an informative poster based on a figure from the Wild West. These figures could include characters from tall tales, Native Americans, or real-life people that lived during the 1800s. After learning about these historical figures, students will choose one person and create a “Wanted” poster.**  **RI 2.5: Know and use various text features to locate key facts or information in a text efficiently.**  **RI 2.6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.**  **W 2.2: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.**  **W 2.8: Recall information from experiences or gather information from provided resources to answer a question.**  **SL 2.1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.**  **SL 2.6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.**  **L 2.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**  **2.G.1: Use geographic representations, terms, and technology to process information from a spatial perspective.**  **2.TT.1.3: Use technology tools to present data and information (multimedia, audio, and visual recording, online collaboration tools, etc.)** | | **Rubric for Wanted Poster**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **CRITERIA** | **EXCELLENT (4 PTS.)** | **PROFICIENT (3 PTS.)** | **ADEQUATE (2 PTS.)** | **LIMITED (1 PT.)** | | **Structure of poster** | At least 5 text features (heading, subheading, bold, italics, photograph, caption, map, label) are used appropriately on the poster. | 4 text features (heading, subheading, bold, italics, photograph, caption, map, label) are used appropriately on the poster. | 2 text features (heading, subheading, bold, italics, photograph, caption, map, label) are used appropriately on the poster. | Less than 2 text features (heading, subheading, bold, italics, photograph, caption, map, label) are used appropriately on the poster. | | **Social Studies Content** | Detailed map that includes identifies two important locations in this person’s life. | Map that includes one important location in person’s life. | Map is limited and does not connect to person’s life. | No map is included. | | **Presentation** | Clear, well-paced presentation that explains and elaborates on all areas of poster. | Clear presentation that explains all areas of poster. | Limited presentation of some areas of poster. | Little or no presentation on poster. | | |   **Stage 3 – Learning Experiences** | | | | | | | | | | | | | | | | | |
| **Unit Progression** | | | | | | | | | | | | | | | | | |
|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | | **Week 5** | | | **Week 6** | **Week 7** | | | | | | **Week 8** | **Week 9** | |
| **Big Ideas** | **-Nonfiction Text Features**  **-Revising**  **-Natural Resources** | **-Nonfiction Text Features**  **-Revising**  **-Map Skills** | **-Monitoring and Connecting**  **-Revising**  **-Intro to Life Cycles** | **-Inferring and Visualizing**  **-Informative Writing**  **-Begin Performance Task**  **-Life Cycles** | | **-Asking Questions**  **-Informative Writing**  **-Life Cycles** | | | **-Determining Importance**  **-Informative Writing**  **-Begin Independent Portion of Performance Task**  **-Life Cycles** | **-Summarizing & Synthesizing**  **-Informative Writing**  **-Life Cycles** | | | | | | **Assessments in All Areas: Running Records**  **Spelling Inventory**  **Informative Writing** | | |
| **Suggested read alouds to incorporate in classroom discussions and lessons:**  **Fiction**  *The Cowboy and the Black-Eyed Pea*(Tony Johnston)  *The Gingerbread Cowboy*(Janet Squires and Holly Berry)  *The Tortoise and the Jackrabbit*(Susan Lowell)  *The Toughest Cowboy: or How the Wild West Was Tamed*(John Frank and Zachary Pullen) | | | | | **Nonfiction**  *Gift Horse: A Lakota Story*(S.D. Nelson)  *Crazy Horse’s Vision*(Joseph Bruchac, S.D. Nelson, Curtis Zunigha, and Robert Tree Cody)  *A Boy Called Slow*(Joseph Bruchac)  *Bill Pickett: Rodeo Ridin’ Cowboy* (Andrea D. and Brian Pinkney)  *Cowboys and Cowgirls: Yippee-Yay* (Gail Gibbons)  *Black Cowboy, Wild Horses: A True Story*(Julius Lester and Jerry Pinkney) | | | | | | | | | | | | |
| **WEEK 1** | | | | | | | | | | | | | | | | | |
|  | **Comprehension Tool Kit Lessons**  **Book 1: Monitor Comprehension, Lesson 3 “Explore Nonfiction Features”**   * **Use “ Cowboys and Cowgirls Yippee-Yay!”by Gail Gibbons to explore nonfiction text features** * **While reading a modeling use this book to point out nonfiction text features such as labels, maps, bold words, and captions.** | | | | | | **Standards**  **RI. 2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text.**  **RL. 2.10/RI 2.10 By the end of the year, read and comprehend literature and informational text in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.** | | | | | **“I Can” Statements**  **I can identify and give examples of text features.**  **I can explain how text features help locate key facts or information.**  **I can locate key facts or information about a topic using text features.**  **I can closely read complex grade level texts.**  **I can use reading strategies (eg. Ask questions, make connections, take notes, make inferences, visualize, re-read) to help me understand difficult complex text.** | | | | | |
| **Essential Questions**  **Why does it matter? What makes a story a great story? What do good readers do? Am I clear about what I just read? How do I know?** | | | | | |
| **Jan Richardson Strategies**  **Use Monitoring Strategies, p. 119 and 158** | | | | | | **Standards**  **RI. 2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text.**  **RL. 2.10/RI 2.10 By the end of the year, read and comprehend literature and informational text in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.** | | | | | **“I Can” Statements**  **I can monitor as I read.**  **I can make sure that what I am reading makes sense.** | | | | | |
| **Essential Questions**  **Why does it matter? What makes a story a great story? What do good readers do? Am I clear about what I just read? How do I know?** | | | | | |
| **Other Whole Group Reading Learning Experiences**   * **Students will create a booklet of various nonfiction text features (ex. of feature and explanation of how feature helps reader understand text) (include table of contents, headings, subheadings, caption, glossary, index, bold text, labels, diagrams/charts, photographs, etc.)** | | | | | | **Standards**  **RI. 2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text.**  **RL. 2.10/RI 2.10 By the end of the year, read and comprehend literature and informational text in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.** | | | | | **“I Can” Statements**  **I can monitor as I read.**  **I can make sure that what I am reading makes sense.** | | | | | |
| **Essential Questions**  **Why does it matter? What makes a story a great story? What do good readers do? Am I clear about what I just read? How do I know?** | | | | | |
| **Writer’s Workshop** | **Explorations in Nonfiction Writing**   * Writing to Inform p. 1-53 * Power Writes:   + Biography p. 64   + Investigation p. 72   **Word Study:**  **Beginning and Ending Complex Consonant Clusters**   * **Sort 36: Silent Beginning Consonant** | | | | | | **Standards**  **W 2.5: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.** | | | | | **“I Can” Statements**  **I can recognize that a good piece of writing requires more than one draft.**  **I can revise my writing with the help of others.**  **I can edit my writing by checking for errors in capitalization, punctuation, and spelling.**  **I can prepare a new draft with changes that strengthens my writing.** | | | | | |
| **Essential Questions**  **What can I do to improve my writing?**  **What makes a good final product?** | | | | | |
| **Social Studies/Science**  **Content Integration** | **Suggested Lessons:**  **Natural Resources:**   * **Use Smart Exchange Lesson Natural Resources by searching Natural Resources and second grade. (second lesson that appears with red background)** * **United Streaming Video: Learning About Natural Resources (22 mins)** * **Brain Pop Jr. Video (Natural Resources)** | | | | | | **Standards**  **2.G.2 Understand the effects of humans interacting with their environment.** | | | | | **“I Can” Statements**  **I can identify ways people depend on their environment.**  **I can explain how people effect their environment.** | | | | | |
| **Essential Questions**  **What are natural resources?**  **Why are natural resources important to us?** | | | | | |
| **Vocabulary** | **Tier Two Words (from Read-Alouds)**   * Choose a few words from the read-aloud(s) for your targeted vocabulary instruction and for students to put in their vocabulary notebooks | | | | | | **Tier Three ELA Words**  real | | | | | | | | | | |
| **WEEK 2** | | | | | | | | | | | | | | | | | |
| **Reading/**  **Whole Group Shared Reading** | **Comprehension Tool Kit Lessons**  **Book 1: Monitor Comprehension, Lesson 3 “Explore Nonfiction Features”**   * **Use “ Cowboys and Cowgirls Yippee-Yay!” by Gail Gibbons to explore nonfiction text features** * **While reading a modeling use this book to point out nonfiction text features such as labels, maps, bold words, and captions.** | | | | | | **Standards**  **RI. 2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text.**  **RL. 2.10/RI 2.10 By the end of the year, read and comprehend literature and informational text in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.** | | | **“I Can” Statements**  **I can identify and give examples of text features.**  **I can explain how text features help locate key facts or information.**  **I can locate key facts or information about a topic using text features.**  **I can closely read complex grade level texts.**  **I can use reading strategies (eg. Ask questions, make connections, take notes, make inferences, visualize, re-read) to help me understand difficult complex text.** | | | | | | | |
| **Essential Question**  **Why does it matter? What makes a story a great story? What do good readers do? Am I clear about what I just read? How do I know?** | | | | | | | |
| **Jan Richardson Strategies**  **Use Monitoring Strategies, p. 119 and 158** | | | | | | **Standards**  **RI. 2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text.**  **RL. 2.10/RI 2.10 By the end of the year, read and comprehend literature and informational text in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.** | | | **“I Can” Statements**  **I can monitor as I read.**  **I can make sure that what I am reading makes sense.** | | | | | | | |
| **Essential Questions**  **Why does it matter? What makes a story a great story? What do good readers do? Am I clear about what I just read? How do I know?** | | | | | | | |
| **Other Whole Group Reading Learning Experiences**   * **Students will create a booklet of various nonfiction text features (ex. of feature and explanation of how feature helps reader understand text) (include table of contents, headings, subheadings, caption, glossary, index, bold text, labels, diagrams/charts, photographs, etc.)** | | | | | | **Standards**  **RI. 2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text.**  **RL. 2.10/RI 2.10 By the end of the year, read and comprehend literature and informational text in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.** | | | **“I Can” Statements**  **I can monitor as I read.**  **I can make sure that what I am reading makes sense.** | | | | | | | |
| **Essential Questions**  **Why does it matter? What makes a story a great story? What do good readers do? Am I clear about what I just read? How do I know?** | | | | | | | |
| **Writer’s Workshop** | **Resource:**  **Explorations in Nonfiction Writing**   * Writing to Inform p. 1-53 * Power Writes:   + Biography p. 64   + Investigation p. 72   **Word Study:**  **Beginning and Ending Complex Consonant Clusters**   * **Sort 37: Triple R Blends** | | | | | | **Standards**  **W 2.5: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.** | | | **“I Can” Statements**  **I can recognize that a good piece of writing requires more than one draft.**  **I can revise my writing with the help of others.**  **I can edit my writing by checking for errors in capitalization, punctuation, and spelling.**  **I can prepare a new draft with changes that strengthens my writing.** | | | | | | | |
| **Essential Questions**  **What can I do to improve my writing?**  **What makes a good final product?** | | | | | | | |
| **Social Studies/Science**  **Content Integration** | **Suggested Lessons:**  **Map Skills:**   * **Smart Exchange Lesson: Maps: An Introductory Lesson** * **Brain Pop: Map Skills** * **United Streaming:**  **Lollipop Dragon's World of Maps and Globes: Making Your Own Map** * **Students can also make flipbooks describing their locations as it refers to their My Street, My Town, My County, My State** * **Book: *Me On the Map* by Joan Sweeney** | | | | | | **Standards**  **2.G.1 Use geographic representations, terms, and technology to process information from a spatial perspectives.** | | | **“I Can” Statements**  **I can read a map.**  **I can understand the meaning of symbols on a map.** | | | | | | | |
| **Essential Questions**  **Why do we use maps?**  **What are features used on a map?** | | | | | | | |
| **Vocabulary** | **Tier Two Words (from Read-Alouds)**   * Choose a few words from the read-aloud(s) for your targeted vocabulary instruction and for students to put in their vocabulary notebooks | | | | | | **Tier Three ELA Words**  real | | | | | | | | | | |
| **WEEK 3** | | | | | | | | | | | | | | | | | |
| **Reading/**  **Whole Group Shared Reading** | **Comprehension Tool Kit Lessons Comprehension Tool Kit Lessons**  **Book 2: Activate and Connect, Lesson 7 “Merge Thinking with New Learning”**   * **Use “ The Cowboy and the Black-Eyed Pea” by Tony Johnson and Warren Ludwig to begin making connections. (text can also be used for predicting and inferring)** * **Use text “The Princess and the Pea” fairytale by various authors to make text to text connections** | | | | | | **Standards**  **RL 2.9 Compare and contrast two or more versions of the same story by different authors or from different cultures.** | | | | **“I Can” Statements**  **I can compare (find similarities) two or more versions of the same story.**  **I can contrast (find differences) two or more versions of the same story.** | | | | | | |
| **Essential Questions**  **In what ways does creative choice impact an audience?**  **Whose story is it, and why does it matter?** | | | | | | |
| **Jan Richardson Strategies**  **Use “Make Connections” p. 207-209** | | | | | | **Standards**  **RL 2.9 Compare and contrast two or more versions of the same story by different authors or from different cultures.** | | | | **“I Can” Statements**  **I can compare (find similarities) two or more versions of the same story.**  **I can contrast (find differences) two or more versions of the same story.**  **I can make connections to a story.** | | | | | | |
| **Essential Questions**  **In what ways does creative choice impact an audience?**  **Whose story is it, and why does it matter?** | | | | | | |
| **Other Whole Group Reading Learning Experiences:**   * ***Cowboys and Fairy Tales: Interacting With Fractured Texas Tales*: Explores the way versions of fairy tales are created and challenges the students to create one of their own.**   **Fairy Tale Text:**   * **Little Red Riding Hood (Trina Schart Hyman)** * **Little Red Cowboy Hat (Susan Lowell and Randy Cecil)** * **Little Red Riding Hood: A Newfangled Prairie Tale (Lisa Campbell Ernst)** * **The Gingerbread Man (Karen Lee Schmidt)** * **The Gingerbread Cowboy (Janet Squires and Holly Berry)** | | | | | | **Standards**  **RL 2.9 Compare and contrast two or more versions of the same story by different authors or from different cultures.** | | | | **“I Can” Statements**  **I can compare (find similarities) two or more versions of the same story.**  **I can contrast (find differences) two or more versions of the same story.**  **I can make connections to a story.** | | | | | | |
| **Essential Questions**  **In what ways does creative choice impact an audience?**  **Whose story is it, and why does it matter?** | | | | | | |
| **Writer’s Workshop** | **Resource:**  **Explorations in Nonfiction Writing**   * Writing to Inform p. 1-53 * Power Writes:   + Biography p. 64   + Investigation p. 72   **Word Study:**  **Beginning and Ending Complex Consonant Clusters**   * **Sort 38: Consonant Digraphs Plus R Blends and SQU** | | | | | | **Standards**  **W 2.5: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.** | | | | **“I Can” Statements**  **I can recognize that a good piece of writing requires more than one draft.**  **I can revise my writing with the help of others.**  **I can edit my writing by checking for errors in capitalization, punctuation, and spelling.**  **I can prepare a new draft with changes that strengthens my writing.** | | | | | | |
| **Essential Questions**  **What can I do to improve my writing?**  **What makes a good final product?** | | | | | | |
| **Social Studies/Science**  **Content Integration** | **Suggested Lessons:**  **TASK Unit: The Life Cycle of a Butterfly:**   * **Lesson 1: Getting Ready for Caterpillars** * **Lesson 2: Caring for Caterpillars** * **Lesson 3: Learning More About Caterpillars**   **Embryology:**   * **Days 1-5: Learning to Care for Eggs** | | | | | | **Standards**  **2.L.1. Understand animal life cycle.** | | | | **“I Can” Statements**  **I can name the stages of an animal life cycle.** | | | | | | |
| **Essential Questions**  **What are the four stages of an animal life cycle?** | | | | | | |
| **Vocabulary** | **Tier Two Words (from Read-Alouds)**   * Choose a few words from the read-aloud(s) for your targeted vocabulary instruction and for students to put in their vocabulary notebooks | | | | | | **Tier Three ELA Words**  Character, compare, contrast, fantasy, venn diagram | | | | | | | | | | |
| **WEEK 4** | | | | | | | | | | | | | | | | | |
| **Reading/**  **Whole Group Shared Reading** | **Comprehension Tool Kit Lessons**  **Book 3, Ask Questions, Lesson 11 “Read with a Question in Mind”**   * **Use “ Black Cowboy Wild Horses: A True Story” to model asking questions.** * **Ask questions throughout about what is the purpose of his journey and how does he have these abilities.** | | | | | | **Standards**  **RL2.1/RI2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.** | | | | | | | | **“I Can” Statements**  **I can identify who, what, where, when, why, and how to answer questions a text.**  **I can ask and answer questions before, during, and after reading a text.** | | |
| **Essential Questions**  **What do good readers do?**  **Am I clear about what I just read? How do I know?** | | |
| **Jan Richardson Strategies**  **Use “Questioning” strategies p. 209-214** | | | | | | **Standards**  **RL2.1/RI2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.** | | | | | | | | **“I Can” Statements**  **I can identify who, what, where, when, why, and how to answer questions a text.**  **I can ask and answer questions before, during, and after reading a text.** | | |
| **Essential Questions**  **What do good readers do?**  **Am I clear about what I just read? How do I know?** | | |
| **Other Whole Group Reading Learning Experiences**   * **An Interactive Biographical Dictionary Profiling Men and Women Portrayed in “The West”** | | | | | | **Standards**  **RL2.1/RI2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.** | | | | | | | | **“I Can” Statements**  **I can identify who, what, where, when, why, and how to answer questions a text.**  **I can ask and answer questions before, during, and after reading a text.** | | |
| **Essential Questions**  **What do good readers do?**  **Am I clear about what I just read? How do I know?** | | |
| **Writer’s Workshop** | **Resource:**  **Explorations in Nonfiction Writing**   * Writing to Inform p. 1-53 * Power Writes:   + Biography p. 64   + Investigation p. 72   **Word Study:**  **Beginning and Ending Complex Consonant Clusters**   * **Sort 39: Hard and Soft C and G** | | | | | | **Standards**  **W. 2.2: Write informative/explanatory texts in which they introduce, use facts and definitions to develop points, and provide a concluding statement or section.**  **W. 2.8: Recall information from experiences or gather information from provided sources to answer a question.** | | | | | | | | **“I Can” Statements**  **I can select a topic and identify information to share.**  **I can use facts and definitions to share point and ideas about my topic.**  **I can present my information in writing and provide a concluding statement or section.**  **I can answer questions using information recalled or gathered.** | | |
| **Essential Questions**  **What do good writers do?**  **What’s my purpose and how do I develop it?**  **What do good researchers do?**  **What’s the problem?** | | |
| **Social Studies/Science**  **Content Integration** | **Suggested Lessons:**  **TASK Unit: The Life Cycle of a Butterfly:**   * **Lesson 4: Observing the Caterpillars** * **Lesson 5: Observing Change: Growth and Molting** * **Lesson 6: Silk Spinning**   **Embryology:**   * **Days 7-11: Caring for and Observing Life in Eggs** | | | | | | **Standards**  **2.L.1 Understand animal life cycle.** | | | | | | | | **“I Can” Statements**  **I can name the stages of an animal life cycle.** | | |
| **Essential Questions**  **What are the four stages of an animal life cycle?** | | |
| **Vocabulary** | **Tier Two Words (from Read-Alouds)**   * Choose a few words from the read-aloud(s) for your targeted vocabulary instruction and for students to put in their vocabulary notebooks | | | | | | | **Tier Three ELA Words**  Biography, point of view | | | | | | | | | |
| **WEEK 5** | | | | | | | | | | | | | | | | | |
| **Reading/**  **Whole Group Shared Reading** | **Comprehension Tool Kit Lessons**  **Book 4, Infer and Visualize, Lesson 15 “Infer and Visualize with Narrative Nonfiction”**   * **Use “ A Boy Called Slow” to infer vocabulary/names and why they are used.** * **Also covered in the text could be reviewing questioning, determining importance, and words in context.** * **For the performance assessment this text is the story of Sitting Bull and could be used for research.** | | | | | | **Standards**  **R.I 2.4: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.**  **RL. 2.10/RI 2.10 By the end of the year, read and comprehend literature and informational text in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.** | | | | | | **“I Can” Statements**  **I can use information in a text to determine the meaning of word and phrases about the topic/subject of the text.**  **I can make sure that what I am reading makes sense.** | | | | |
| **Essential Questions**  **Why does it matter?**  **What makes a story a “great” story?**  **What do good readers do? Am I clear about what I just read? How do I know?** | | | | |
| **Jan Richardson Strategies**  **Use “Visualization” strategies p. 203-205**  **Use “Inferring” strategies p. 231-236** | | | | | | **Standards**  **R.I 2.4: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.**  **RL. 2.10/RI 2.10 By the end of the year, read and comprehend literature and informational text in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.** | | | | | | **“I Can” Statements**  **I can use information in a text to determine the meaning of word and phrases about the topic/subject of the text.**  **I can make sure that what I am reading makes sense.** | | | | |
| **Essential Questions**  **Why does it matter?**  **What makes a story a “great” story?**  **What do good readers do? Am I clear about what I just read? How do I know?** | | | | |
| **Other Whole Group Reading Learning Experiences**   * **Various paintings of Native Americans (1796 – 1872) by George Catlin** | | | | | | **Standards**  **R.I 2.4: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.**  **RL. 2.10/RI 2.10 By the end of the year, read and comprehend literature and informational text in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.** | | | | | | **“I Can” Statements**  **I can use information in a text to determine the meaning of word and phrases about the topic/subject of the text.**  **I can make sure that what I am reading makes sense.** | | | | |
| **Essential Questions**  **Why does it matter?**  **What makes a story a “great” story?**  **What do good readers do? Am I clear about what I just read? How do I know?** | | | | |
| **Writer’s Workshop** | **Resource:**  **Explorations in Nonfiction Writing**   * Writing to Inform p. 1-53 * Power Writes:   + Biography p. 64   + Investigation p. 72   **Word Study:**  **Beginning and Ending Complex Consonant Clusters**   * **Sort 40: -Ce, -Ve, - Se** | | | | | | **Standards**  **W. 2.2: Write informative/explanatory texts in which they introduce, use facts and definitions to develop points, and provide a concluding statement or section.**  **W. 2.8: Recall information from experiences or gather information from provided sources to answer a question.** | | | | | | **“I Can” Statements**  **I can select a topic and identify information to share.**  **I can use facts and definitions to share point and ideas about my topic.**  **I can present my information in writing and provide a concluding statement or section.**  **I can answer questions using information recalled or gathered.** | | | | |
| **Essential Questions**  **What do good writers do?**  **What’s my purpose and how do I develop it?**  **What do good researchers do?**  **What’s the problem?** | | | | |
| **Social Studies/Science**  **Content Integration** | **Suggested Lessons:**  **TASK Unit: The Life Cycle of a Butterfly:**   * **Lesson 7: From Caterpillar to Chrysalis** * **Lesson 8: Observing the Chrysalis** * **Lesson 9: The Butterfly Emerges**   **Embryology:**  **Days 14-18: Preparing for the Hatch** | | | | | | **Standards**  **2.L.1: Understand animal life cycles.** | | | | | | **“I Can” Statements**  **I can observe living organisms.** | | | | |
| **Essential Questions**  **What changes are taking place inside the chrysalis?**  **What stage in the life cycle does the chrysalis represent?** | | | | |
| **Vocabulary** | **Tier Two Words (from Read-Alouds)**   * Choose a few words from the read-aloud(s) for your targeted vocabulary instruction and for students to put in their vocabulary notebooks | | | | | | | **Tier Three ELA Words** | | | | | | | | | |
| **WEEK 6** | | | | | | | | | | | | | | | | | |
| **Reading/**  **Whole Group Shared Reading** | **Comprehension Tool Kit Lessons**  **Book 6, Determine Importance, Lesson 17 “Paraphrase Information”**   * **Use text “Calamity Jane” ebook to review how to paraphrase important information from a text.** * **You can also use this unit along with the research portion of the Performance Task as students use other biographies to determine important facts about people from the Wild West.** | | | | | | **Standards**  **R.I 2.6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.** | | | | | | | **“I Can” Statements**  **I can identify purposes for reading (inform, describe, explain.)**  **I can read a text and identify the author’s main purpose for writing it.** | | | |
| **Essential Questions**  **Why does it matter?**  **What makes a story a great story?** | | | |
| **Jan Richardson Strategies**  **Use “Determining Importance” strategies p. 215-219** | | | | | | **Standards**  **R.I 2.6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.** | | | | | | | **“I Can” Statements**  **I can identify purposes for reading (inform, describe, explain.)**  **I can read a text and identify the author’s main purpose for writing it.** | | | |
| **Essential Questions**  **Why does it matter?**  **What makes a story a great story?** | | | |
| **Other Whole Group Reading Learning Experiences:**  **Tall tales:**   * **Paul Bunyan (Steven Kellogg)** * **John Henry (Julius Lester and Jerry Pinkney)** * **Pecos Bill (Steven Kellogg and Laura Robb)** * **Johnny Appleseed (Steven Kellogg)** | | | | | | **Standards**  **R.I 2.6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.** | | | | | | | **“I Can” Statements**  **I can identify purposes for reading (inform, describe, explain.)**  **I can read a text and identify the author’s main purpose for writing it.** | | | |
| **Essential Questions**  **Why does it matter?**  **What makes a story a great story?** | | | |
| **Writer’s Workshop** | **Resource:**  **Explorations in Nonfiction Writing**   * Writing to Inform p. 1-53 * Power Writes:   + Biography p. 64   + Investigation p. 72   **Word Study:**  **Beginning and Ending Complex Consonant Clusters**   * **Sort 41: Dge, Ge** | | | | | | **Standards**  **W. 2.2: Write informative/explanatory texts in which they introduce, use facts and definitions to develop points, and provide a concluding statement or section.**  **W. 2.8: Recall information from experiences or gather information from provided sources to answer a question.** | | | | | | | **“I Can” Statements**  **I can select a topic and identify information to share.**  **I can use facts and definitions to share point and ideas about my topic.**  **I can present my information in writing and provide a concluding statement or section.**  **I can answer questions using information recalled or gathered.** | | | |
| **Essential Questions**  **What do good writers do?**  **What’s my purpose and how do I develop it?**  **What do good researchers do?**  **What’s the problem?** | | | |
| **Social Studies/Science**  **Content Integration** | **Suggested Lessons:**  **TASK Unit: The Life Cycle of a Butterfly:**   * **Lesson 10: Feeding the Butterfly** * **Lesson 11: The Butterfly’s Body** * **Lesson 12: The Butterflies Go Free**   **Embryology:**   * **Days 21 – 24: Happy Happy Birthday Chicks!** | | | | | | **Standards**  **2.L.1: Understand animal life cycles.**  **2.L.2: Remember that organisms differ from or are similar to their parents based on the characteristics of the organism.** | | | | | | | **“I Can” Statements**  **I can state how parents and their offspring are similar and different.** | | | |
| **Essential Questions**  **How are parents and their offspring similar and different?** | | | |
| **Vocabulary** | **Tier Two Words (from Read-Alouds)**   * Choose a few words from the read-aloud(s) for your targeted vocabulary instruction and for students to put in their vocabulary notebooks | | | | | | | **Tier Three ELA Words**  Tall tale | | | | | | | | | |
| **WEEK 7** | | | | | | | | | | | | | | | | | |
| **Reading/**  **Whole Group Shared Reading** | **Comprehension Tool Kit Lessons**  **Book 6, Summarize and Synthesize, Lesson 21 “Explore and Investigate”**   * **Use “Crazy Horse’s Vision” for synthesizing and summarizing.** * **This text can also be used as a unit** | | | | | | **Standards**  **R.L.2.2: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.** | | | | | | | | **“I Can” Statements**  **I can determine the central message, lesson, and/or moral of the story.** | | |
| **Essential Questions**  **What do good readers do?**  **Am I clear about what I just read?**  **How do I know?** | | |
| **Jan Richardson Strategies**  **Use “Summarizing & Synthesizing” strategies p. 220-224** | | | | | | **Standards**  **R.L.2.2: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.** | | | | | | | | **“I Can” Statements**  **I can determine the central message, lesson, and/or moral of the story.** | | |
| **Essential Questions**  **What do good readers do?**  **Am I clear about what I just read?**  **How do I know?** | | |
| **Other Whole Group Reading Learning Experiences** | | | | | | **Standards**  **R.L.2.2: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.** | | | | | | | | **“I Can” Statements**  **I can determine the central message, lesson, and/or moral of the story.** | | |
| **Essential Questions**  **What do good readers do?**  **Am I clear about what I just read?**  **How do I know?** | | |
| **Writer’s Workshop** | **Resource:**  **Explorations in Nonfiction Writing**   * Writing to Inform p. 1-53 * Power Writes:   + Biography p. 64   + Investigation p. 72   **Word Study:**  **Beginning and Ending Complex Consonant Clusters**   * **Sort 42: Tch, Ch** | | | | | | **Standards**  **W. 2.2: Write informative/explanatory texts in which they introduce, use facts and definitions to develop points, and provide a concluding statement or section.**  **W. 2.8: Recall information from experiences or gather information from provided sources to answer a question.** | | | | | | | | **“I Can” Statements**  **I can select a topic and identify information to share.**  **I can use facts and definitions to share point and ideas about my topic.**  **I can present my information in writing and provide a concluding statement or section.**  **I can answer questions using information recalled or gathered.** | | |
| **Essential Questions**  **What do good writers do?**  **What’s my purpose and how do I develop it?**  **What do good researchers do?**  **What’s the problem?** | | |
| **Social Studies/Science**  **Content Integration** | **Suggested Lessons:**   * **Egg Drop: Students create an egg protector in preparation to drop the egg from the roof of the school.** * **United Streaming: Magic School Bus: Cracks the Yolk** * **Smart Exchange: Life Cycles: Students will explore six different kinds of life cycles.** | | | | | | **Standards**  **2.L.1: Understand animal life cycles.**  **2.L.2: Remember that organisms differ from or are similar to their parents based on the characteristics of the organism.** | | | | | | | | **“I Can” Statements**  **I can compare life cycles of different animals.** | | |
| **Essential Questions**  **How are life cycles of different animals similar and different?** | | |
| **Vocabulary** | **Tier Two Words (from Read-Alouds)**   * Choose a few words from the read-aloud(s) for your targeted vocabulary instruction and for students to put in their vocabulary notebooks | | | | | | | **Tier Three ELA Words** | | | | | | | | | |

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| **Music and Art – Suggested Lessons for your Music and Art Teachers (Share these!)** |
| **Art**  **George Catlin, *The White Cloud, Head Chief of the Iowas* (1830 – 1870)**  **George Catlin, *A Comanche Family Outside Their Teepee* (1841)**  **Edward S. Curtis, *Cheyenne Maiden* (1930)**  **Edward S. Curtis, *A Smokey Day at the Sugar Bowl-Hupa* (1923)**  **Frederic Remington, *Fight For the Water Hole* (1903)**  **Frederic Remington, *A Dash for the Timber* (1899)**  **Song**  **“Git Along, Little Doggies” (Traditional Cowboy Ballad)**  **Poems**  **“Buffalo Dusk” (Carl Sandburg)**  **“Home on the Range” (Brewster Higley)** |
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